

Bland Independent School District

Bland Middle School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Top 25% Closing Performance Gaps
Postsecondary Readiness



Mission Statement

Encourage and support the personal growth of its students and their development of attitudes, knowledge and skills; the most important skills to be taught are how to think how to learn and how to act.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	7
Perceptions	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: All students at Bland Middle School will be educated in learning environments that are safe, drug free, and conducive to learning.	12
Goal 2: Bland Middle School will maintain at least met standard status rating. Bland Middle School will continue to have high expectations for performance and improvement in all areas.	16
Goal 3: At Bland Middle School 100% of core academic classes will be taught by appropriately certified teachers and 100% effective appropriately certified staff will be maintained.	18
Goal 4: Parents and Community will be partners in the education of students at Bland Middle School.	20
Campus Improvement Committee	21
Campus Funding Summary	22
Addendums	25

Comprehensive Needs Assessment

Demographics

Demographics Summary

Bland ISD is a 2A district comprised of three communities, Merit, Floyd and Wagner. The staff population is 92.4% White and 7.6% American Indian. The student population is 1.3% African American, 38.7% Hispanic, 55.3% White, 0.7% American Indian of which 56.7% are economically disadvantaged, 32.7% at risk and 11.3% English language learners.

We have an increasing enrollment. Many of these students are ELL. We offer an ESL program that is conducive to engage and immerse student in the English language. We had a total of 16 ESL students for the 2016-17 school year. This represents 11.3% of our total student population.

Demographics Strengths

- Diverse population
- Parental Support
- Community Support
- Cooperative Community
- ESL Adult Classes

Problem Statements Identifying Demographics Needs

Problem Statement 1: We will maintain good community support. We will continue to offer support to our ESL families. **Root Cause:** Large ELL population

Problem Statement 2: We will continue to offer support to our economically disadvantaged students through Title I support **Root Cause:** Large At Risk population

Student Academic Achievement

Student Academic Achievement Summary

Reading 6th Grade STAAR: Approaches: 76%; Meets: 40%; Masters: 16%; Did not Pass: 24%;

Reading 7th Grade STAAR: Approaches: 88%; Meets: 65%; Masters: 42%; Did not Pass: 12%;

Reading 8th Grade STAAR: Approaches: 80%; Meets: 52%; Masters: 20%; Did not Pass: 20%;

Math 6th Grade STAAR: Approaches: 87%; Meets: 58%; Masters: 22%; Did not Pass: 13%;

Math 7th Grade STAAR: Approaches: 86%; Meets: 65%; Masters: 21%; Did not Pass: 14%;

Math 8th Grade STAAR: Approaches: 72%; Meets: 33%; Masters: 06%; Did not Pass: 28%;

Writing 7th Grade STAAR: Approaches: 88%; Meets: 59%; Masters: 14%; Did not Pass: 12%;

Soc.St. 8th Grade STAAR: Approaches: 59%; Meets: 30%; Masters: 15%; Did not Pass: 41%;

Science 8th Grade STAAR: Approaches: 78%; Meets: 44%; Masters: 09%; Did not Pass: 22%;

Student Academic Achievement Strengths

Student performance was 8% or more above the state average:

7th Grade Reading, 7th Writing, 6th, 7th Math

90% approaches performance or above:

15% or above on Masters grade level performance standard:

6th, 7th, 8th Reading, 6th, 7th, 8th Math

Diverse Programs such as BETA, Student Council; Robotics; Science Olympiad; PALS; Pre Algebra; UIL all contribute to our overall strengths in Middle School.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: All State Assessments at 90% or above approaches

School Processes & Programs

School Processes & Programs Summary

Instructional Programs:

- **STAAR Reading and Math classes for those At Risk students.**
- **ESL Program with instructional aids to accommodate the growing percentage of ESL student population**
- **Gifted and Talented Program within a STEM class setting.**
- **Dyslexia/Stevenson, curriculum to identify and enhance the learning of all students and identifying those with dyslexia**
- **TRS- Assessments**
- **Music/Choir Program**
- **Pre Algebra**
- **PALS Leadership classes**

Bland ISD implements the TEKS Resource System curriculum grades K-12. This curriculum ensures that teachers assessments, lessons and teaching are aligned to the state mandated TEKS. In addition, Eduphoria, an online program, is used to create assessments, analyze testing data, write lessons, create goals, give evaluations, and house professional development.

Bland ISD provides many online resources to teachers and students. They include:

Vendor	Subjects	Grade Level	Students	Cost	Licensing	Uses
Renaissance Learning	AR, STAR Math, Star Reading	K - 8	450	\$7,387.50	per student	Diagnostics & Monitoring
Tango	TPRI		115	\$937.50	per student	Diagnostics
Education Galaxy	Math (K-5), Reading (K-5), Writing (3-4), Science (4-5)	K - 5	300	\$3,250.00	per student	Remediation
Maps 101	All	PK - 12	700	\$1,050.00	per campus (2)	Enrichment
Rosetta Stone	ESL	K-12	12	\$1,068.00	per student	Language Acquisition
Naviance		9 - 12	208	\$9,163.20		Career Prep
Grad-Point (Pearson)	All High School	9 - 12		?????	per seat	Credit Recovery

School Processes & Programs Strengths

Strengths within our programs:

- **Opportunities for substantial growth through Math and Reading intervention**
- **Intervention is targeted at specific objectives that have been determined through assessments.**
- **Students identified as gifted and talented have opportunity to excel in specific areas of talent.**

Perceptions

Perceptions Summary

Bland ISD is proud to be a small community with a family feel. All administration has an open door policy. Students hold values such as opening the door for others and treating everyone with respect. Per survey sent to teachers and staff, Bland ISD is seen as a place with high cultural values, positive atmosphere, team players, hard workers, supportive administration and strong leadership.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Other additional data

Goals

Goal 1: All students at Bland Middle School will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 1: Safety Drill will be conducted as recommended.

Evaluation Data Source(s) 1: Documentation kept from and dated for each drill.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Documentation kept from and dated for each drill.		Principal	Monthly / Semester documentation				
2) Keeping times on all drills and following procedures.		Principals	Improved Timing on Drills				
3) Evaluation of procedures will be conducted after each drill. Teachers and staff will be communicated with in regards to those evaluations.		Principals; Teachers; Staff	Refining of techniques to order to facilitate safer evacuations/lock-downs/severe weather drills				

Goal 1: All students at Bland Middle School will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 2: Provide safe campus entry by installing a security buzzer system with intercom/camera recording to be used by secretary/staff to allow people in the building after showing their ID.

Evaluation Data Source(s) 2: Documentation is kept by the system as to everyone that comes on campus.

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Upon entering the building, id must be presented to staff members. Recordings of all persons entering the building will maintain record.		Principals, secretaries, staff members associated in the office and available to use the system.	Higher level of safety and maintaining higher awareness of who is on campus.				

Goal 1: All students at Bland Middle School will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 3: By June 2018 the number of incidents involving violence, tobacco, alcohol and other drug use, will be 0% as measured by PEIMS and discipline referrals.

Evaluation Data Source(s) 3: There will continue to be no discipline referrals involving bullying, aggressive behavior, violence, tobacco, alcohol, or other drugs.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The administration will allow for routine drug testing by independent company for randomly selected students and staff. The administration will also do routine drug searches of classrooms and lockers with the use of local authorities and their expertise using drug dogs.		Principals / Administration	Expected results would verify whether or not drugs are present on campus.				
2) Provide bully prevention for students/Staff by participation in Bullying Prevention Program	10	Teachers/ Counselors/ Administration	No bullying incidents/ office referrals				
3) Provide health and nutrition program to decrease child obesity and improve wellness.		Principal, Classroom teachers, P.E. Teacher, Cafeteria Manager	Reduction in the number of clinic referrals for detection of Acanthosis Nigricans. Non-food rewards. Increased positive performance on the fitnessgram.				
4) Provide a DAEP for students with discipline problems	9, 10	Principal	Reduction in number of referrals				
5) Provide Crisis Prevention Intervention (CPI) Training for all teachers and paraprofessionals who teach children with emotional disturbance.	4, 10	Tri-County Cooperative, Principal, Counselor, Teachers	Certificates of Completion for CPI training. Reduction in the number of office referrals for aggressive behavior.				
							

Goal 1: All students at Bland Middle School will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 4: Red Ribbon Week will serve as an instructional way to help students gain understanding of the hazards of drug and alcohol use.

Evaluation Data Source(s) 4: Student awareness as to the dangers of drugs and alcohol.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Tobacco & Drug-Free Awareness Program for students and Training for Teachers	4, 10	Principal, Counselor	Zero instances of drug/tobacco use on campus;				


Goal 2: Bland Middle School will maintain at least met standard status rating. Bland Middle School will continue to have high expectations for performance and improvement in all areas.

Performance Objective 1: By July 2018, 90% of all students and each student sub-group, including Special Education students tested, will meet or exceed the passing standard of the state assessment.

Evaluation Data Source(s) 1: Principals and Curriculum Specialist will meet with teachers to discuss reading data such as results from TRS/Unit assessments. Decisions will be made to create learning groups with students during tutorials where specific objectives can be targeted.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide tutorial times for students who are at risk of failure in core subject areas especially Reading and Math and Writing.	2, 9	Core Teachers, ESL Teacher Title I Teachers					
2) Provide supplemental programs for students identified as dyslexic.		Principal, Dyslexia Teacher	Improved STAAR scores, Improved 3/6 week reports and Nine Weeks grades.				
3) Provide programs/classes for students identified as gifted and talented.	2, 9	Principal, GT Teacher	Improved STAAR scores, Increased Commended Performance on STAAR				
4) Provide 20 minute tutorial for all students that directly relates to all STAAR testing areas	2, 3, 8, 9	Principal Teachers	Improved STAAR scores, Increased Commended Performance on STAAR tests				
5) Provide morning tutorials for students are struggling academically	2, 3, 8, 9	Principal Teachers	Improved STAAR scores, Increased Commended Performance on STAAR tests				
6) Provide Extended Year Program in Summer	2, 3, 8, 9	Principal Teachers	Improved STAAR scores, Increased number of 2nd and 3rd time passers				
7) Implement staff development in ESL strategies for ELLs.	2, 8, 9	Principal Counselor, ESL Coordinator	Increased achievement/progress on TELPAS				
8) Provide supplemental programs for students identified as ESL	2, 9, 10	Principal, ESL Teacher,	TELPAS scores, Progress Monitoring				
9) Continue to utilize extra Math/Reading teacher for reduced class size in Mathematics instruction.	2, 3, 5	Principal, Teacher	Improved Math STAAR Scores				
10) Continue to utilize extra Math/Reading teacher for STAAR enrichment class.	2, 3, 5	Principal, Teacher	Improved Math STAAR Scores				

11) Distribute to teachers lists of students who failed to meet progress level requirement on previous year's STAAR for accelerated instruction in reading, math, and writing.	4, 8, 9	Principal Counselor Core teachers	TRS Assessments; STAAR scores				
12) Implement progress level requirements in IEPs of students with disabilities for accelerated instruction.		Sp.Ed. teacher Diagnostician	Progress Reports; TRS assessments; Nine week grades				
13) Implement progress level requirements at annual LPAC reviews for ELL students for accelerated ESL instruction.	4, 8, 9	LPAC ESL teacher	TELPAS				
							


Goal 3: At Bland Middle School 100% of core academic classes will be taught by appropriately certified teachers and 100% effective appropriately certified staff will be maintained.

Performance Objective 1: 100% of core academic classes will be taught by appropriately certified teachers, 100% of paraprofessionals with instructional duties will meet requirements based on testing as set forth by the ESSA and 100% Highly Qualified staff will be maintained.

Evaluation Data Source(s) 1: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Actively recruit highly qualified teachers, professionals, and paraprofessionals by posting jobs on the Region 10 website	5	Principal, Curriculum Director	100% core academic classes will be taught by HQ teachers, 100% paraprofessional meet ESSA requirements.				
2) Develop and implement HQ strategies/activities to maintain HQ staff; such as mentor teachers, grade-level planning sessions, vertical alignment planning sessions and Assessment Analysis meetings.	3, 5, 8	Principals; Curriculum Director; Mentoring teachers	100% core academic classes taught by HQ teachers, 100% paraprofessional meet ESSA requirements				
3) Promote a climate and working environment that maintains high employee morale.	3, 5	Principals, Administration	Low mobility rate among staff, Faculty Survey				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue







Goal 3: At Bland Middle School 100% of core academic classes will be taught by appropriately certified teachers and 100% effective appropriately certified staff will be maintained.

Performance Objective 2: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Evaluation Data Source(s) 2: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop and implement meaningful, scientific, research-based professional development for all teachers and paraprofessionals	3, 4	Principals, Central Office Administration, Hunt Co. Co-op supervisors	Increased student performance				
2) Identify teachers and paraprofessionals who do not meet HQ requirements and implement specific professional development	3, 4	Principal, Central Office Administration	100% core academic classes taught by HQ teachers, 100% paraprofessional meet ESSA requirements				
3) Implement technology staff development for all teachers and paraprofessionals, including computerized grade book, AWARE.	3, 4, 8	Principal, Technology Director, Curriculum Specialist	Increased student performance				


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 4: Parents and Community will be partners in the education of students at Bland Middle School.

Performance Objective 1: By June 2018, at least 90% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Evaluation Data Source(s) 1: School records indicate that at least 90% of students'parents/family members participated in partnership in education opportunities.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide State assessment results to parents in a language they can understand	6	Principal	Parents receive reports of assessment results				
2) Provide Meet the Teacher Night	6	Principal, Teachers	Parent Sign-in sheets from classrooms				
3) Provide opportunities for parents to volunteer to assist with UIL Academic competitions day	6	Principal, UIL coordinator	Parents assigned groups of students during the contests				
4) Provide written parental involvement policies and school-parent compact		Principal	Parent Acknowledgement forms on file				
5) Provide Open House during Public Schools Week		Principal, Teachers	Parent sign-in sheets				
6) Provide parents information regarding Title I program participation	6	Principal	Parent sign-in attendance sheets, Title I Parent Survey				
7) Provide opportunities for parents to volunteer via PTO, helping with, Book Fair, concession, class-sponsored events, etc...	6	Principal, Class Sponsors	Number of parents participating				
							

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Jason Hammack	Principal
Administrator	Erin Gray	Principal
District-level Professional	Shelli Wendland	Curriculum Specialist
Paraprofessional	Toni Holloway	Life Skills
Classroom Teacher	Jeff D'Amico	Coach/Teacher
Classroom Teacher	Brock Giles	Coach/Teacher
Classroom Teacher	Brandon DeLorge	Teacher/Coach
Parent	Glenda Ochao	Parent/LPAC Member
Parent	Deidra Klemm	Parent
Classroom Teacher	Julie Rhea	Teacher
Administrator	Mindi Vick	Counselor
Classroom Teacher	Brittany Estrada	6th ELAR / Coach
Classroom Teacher	Kaycie Griffith	7/8 Math; PreAlgebra; STEM; GT
Business Representative	Cheryl Brown	Parent/ Business / PTO rep

Campus Funding Summary

State SPED 23					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
State CTE 22					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
State GT 21					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
State COMP 24/30					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
State ESL 25					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
State HS 31					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
Federal TITLE 1 6100					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
Federal TITLE 2 6100					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
Federal TITLE 2 6200					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00

Federal TITLE 3 6100					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
Federal TITLE 3 6300					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
Grand Total					\$0.00

Addendums

Bland MS
2017/2018

	GT	Special Ed	Comp Ed	ESL
	PIC 21	PIC 23	PIC 24,28	PIC 25
MT LPA ↑	0.00	0.00	0.00	
MT LPA ↑! GT ↓		0.00		
/IXIT 1/2X				
TOTAL FTE	0.10	3.24	0.87	0.00
0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00
Total	\$6,427.00	\$108,599.00	\$65,313.00	\$1,050.00